

Ss Peter & Paul Implementation Plan 2024

Strategic Goal 1 Support students to learn and grow in understanding of what it means to be disciples of Jesus			
Annual Target/Goal: Staff are supported in their understanding of Special Character of Special Catholic Character, and its long-term plan.			
What do we expect by the end of the year? Completion of planned PLD flows through to confident delivery of new RE curriculum.			
Actions	Who is responsible	Resources required	How will we measure success?
Creation of, and easier access to, a shared bank of precedents and resources connected to the Liturgical Year enabling teachers to better plan and prepare for Liturgical Events.	DRS Liturgy team Lead team	Release time	Shared Drive is utilised by staff independently and this enables institutional knowledge to be shared amongst all staff, enabling the seamless preparation and delivery of Liturgical Events.
Creation of an internal database which records teachers professional development to enable tracking of professional development undertaken in relation to the RE curriculum and also towards the completion of the New Zealand Certificate in Christian Studies.	DRS	Release time	Database clearly records teachers professional development annually and therefore supports the cumulative recording of study undertaken by staff in relation to certification.
Communicating to staff, and staff utilising all professional development that becomes available in relation to the new RE curriculum to enable successful implementation across the school.	DRS CSES NCRS	PLD Release time	Evidence of communication in Staff Brief and via email and attendance by staff at relevant PLD
Strategic Goal 2 Nurture whole-child development to enable students to reach their highest possible standard in education achievement			
Annual Target/Goal: Students receive quality, structured teaching time for reading, writing and mathematics within a stimulating learning environment.			
What do we expect by the end of the year? Progress data shows that the majority of students are progressing at a strong pace aligned to curriculum expectations, with an increasing number of students exceeding expectations.			
Actions	Who is responsible	Resources required	How will we measure success?
Engage with guiding documents that provide the clarity teachers need to support students' progress through the foundation areas of the curriculum at a pace that keeps them on track for later success.	Lead team Classroom teachers	PLD Planning time	Level of teacher awareness of documents and effective and manageable use of them. Ability to use them to monitor progress and achievement.
Design curriculum that is supported by the Depth & Complexity framework and a clear understanding of the learning that matters most.	Lead teachers Lead team Classroom teachers	Depth & Complexity framework.	Use of the Depth and Complexity tools in teacher planning and classroom programmes.

		Guidance and support from MoE PLD and release as required	Universal theme and big ideas used to connect to the curriculum and add depth. Evidence of the use of the tools and big ideas linked to universal theme in students' work.
Teachers have access to high quality instructional materials and teachers are upskilled around what makes for effective and rigorous tasks at different year levels.	Lead team Classroom teachers	Curriculum Documents Resource banks Instructional series	Evidence of student work aligns with intended outcomes Planning drives selection of activities
Utilise the library to support a reading culture that is rich, connected and pleasurable	Library team (Anna/Victoria) Classroom teachers	Library resources	Reading is embraced as an activity for pleasure both at school and at home Through the library, disengaged readers have strategies and resources to hook them into reading The library catalogue reflects the interests, needs and cultures of our school community Students, teachers and the library team work together to extend library resources as required
Promote our vision of the library as Puna Mātauranga (conduit of learning) throughout school.	Library team (Anna/Victoria) Classroom teachers	Library resources	The library provides a wide range of resources, activities and texts to support learning in all curriculum areas

Strategic Goal 3			
Work in partnership with whanau to build healthy relationships for the safety and well-being of all students and staff.			
Annual Target/Goal: A cohesive working environment and sustainable approaches to support deep learning ensure our students and staff continue to thrive.			
What do we expect by the end of the year? Achievement data, along with the documentation of initiatives provide evidence that we continue to improve to meet new challenges and complexity.			
Actions	Who is responsible	Resources required	How will we measure success?
School values framework is extended visually across the school in an age appropriate way. Parents have clarity about our processes and expectations.	Lead team Lead teacher classroom teachers	Release time Induction of new staff, students & families	Response to visuals Further reduction in time spent on dealing with behaviour and its consequences.
Design & selection of assessments (both formal and informal) is appropriate to the needs of the child, purposeful and informative.	Lead Team Classroom teachers	Current tools Updated PAT tests + costs of on-line testing	Sharing of assessment information with parents is effective and recognised through feedback

		PD	
Implement and monitor attendance strategy	Office team Lead team Classroom teachers	Allocated office time CRT time for meeting with parents	Monitoring and reporting on attendance data; looking to see a gradual improvement All families are aware of and follow systems for reporting any absence from school.
Strategic Goal 4			
Ensure our educational practices are inclusive and meet the differing needs of our students.			
Annual Target/Goal:			
Practices and programmes of learning ensure all students make appropriate progress and their differing needs are met.			
What do we expect by the end of the year?			
Our achievement data, along with student surveys and focus groups indicate a high level of engagement and enjoyment of school life, resulting in improved learning outcomes.			
Actions	Who is responsible	Resources required	How will we measure success?
Implement learning support model with clarity and consistency	Deputy Principal/Learning Support Lead Team Classroom Teachers Specialist Teacher	Local Cluster Meetings - Puni Kura Professional Development for teachers Teacher Aides Agencies and services	Progress and participation levels of our diverse learners Assessment and evidence of learning IEPs and other meetings/documentation
Further develop the role of cultural leaders as we embrace our school's cultural diversity.	Lead teacher Lead team Cultural leaders	Release time	Student voice Student surveys Teacher observations
Develop a cohesive physical activity strategy that enhances students' wellbeing, engagement, and enjoyment of sport and physical education.	Lead teacher Sports Team Classroom Teachers Sports Ambassadors	Kiwisport & PE Budgets Sports Specialist Expertise LHPSSA events SHC students	Student participation in sports and PE sessions Student Surveys Student Self Assessments Teacher Observations
Inquire into the opportunities currently available to our students and their cohesive development across the school.	Lead teacher Lead team Support from inquiry team	Music expertise External opportunities	Student participation in the Arts Student Surveys Student Self Assessments Teacher Observations

Strategic Goal 5

[Give practical effect to Te Tiriti o Waitangi and its principles evidenced by our decisions and actions.](#)

Annual Target/Goal:

We will provide professional development opportunities to support staff in their own journey towards proficiency in Te reo Maori, and deepen their understanding of Te ao Maori and Te Tiriti in a way that has meaning for their practise.

What do we expect by the end of the year?

Implementation of language plan in classrooms, and use of functional reo organically by both kaiako and akonga. Continued building of teacher capability in teaching the purakau, waiata, te reo me tikanga.

Actions	Who is responsible	Resources required	How will we measure success?
Provide targeted support to increase confidence and capability teaching purakau, language planning, waiata, te reo me tikanga.	Lead teacher & Toa Lead team Teachers	Release time PLD Kura Ahurea shared drive kapa haka time language resources	anecdotes, intangible actions of teachers within the classroom surveys artefacts for learning planning and assessment for NZ Aotearoa Histories
Make connections with all new Maori whanau	Lead teacher & Principal	Release time	Responses
A lead team works at a strategic level to further develop work in the area	Lead teacher & Toa	Release time	Surveys As outlined in final report